|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS1 | **Summer/Autumn 1**  **8 weeks**  **5th Sept – 27th Oct** | **Autumn**  **7 weeks**  **6thOct – 22nd Dec** | **Winter**  **5 weeks**  **9th Jan – 9th Feb** | **Winter/ Spring**  **5 weeks**  **19th Feb – 22nd March** | **Spring**  **7 weeks**  **9th April- 24th May** | **Summer**  **7 weeks**  **3rd June – 19th July** |
| **Year 1** | **Gardening and ground maintenance**  Spring planting of bulbs-Daffodils, snowdrops, tulips, crocus.  (Science)  **Our School- Location in relation to other places.**  Observational skills and directional language. Explore and investigate the pond, forest school, campsite and planters.  (Geography)  **Animal classification**  Wildlife in the pond-invertebrates (Pond- skaters, larvae, water beetals)  Hibernation & nocturnal animals.  (Science)  **Harvesting**  Identify and name crops, fruit and vegetables-root vegetables. | **Celebrations**  Diwali and rangoli patterns. Bonfire night/ guy Fawkes.  (Art, Science, RE)  **Fire safety**  Things to consider when lighting a fire. Searching for materials. Activity toasting marshmallows.  **Investigations**  **-** Our senses  -Changes In Autumn  -Day length varies -clock change.  (Science)  **Plants**  Winter pansies, Viola and Primulas.  **National Tree week**  (Nov 27th -1st Dec)  Winter tree planting season. Tree identification though unique features bark, leaf and seed.  **Celebrations-** Christmas creations  (RE) | **Weather and Seasons**  Describe and observe weather associated with the seasons and how day length varies. Understand the months related to each season.  (Science, Geography and history)  **Sculptures**  Miniature shelter building  Mud portraits  **Identifying birds**  RSPB-Big garden bird watch  ( 27th- 28th Jan)  Make a birds nest  (Art, maths) | **Materials in our environment**  Understand man-made and natural materials.  (Science)  **Plants**  Signs of spring /new life.  Spring hunt  Observational drawing of a daffodils  **Celebrations**  Easter activities  Stone art, leaf creations,  Easter tree. (History/PSHE/RE)  **Forces of nature (Weather)**  What are natural forces?  Making Kites | **Plants**  Lilies, begonias and dahlias. Name parts of a plant and identify common plants and weeds.  Plant a bean-watch it grow  (Science)  Identify wild flowers, weeds and garden plants.-Long long walk.  **Mini beasts**  Scavenger hunt  Making a mini beast  **Insects and there importance on a healthy garden.** Insectary plants and beneficial bugs.  **Wild weaving**  Foraging plants showing some identification. Create a tapestry of nature’s colours. | **Plants**  What they need to survive and thrive.  (Science)  **Our herb garden**  Use our senses and identify a variety of herbs.  **Poetry/Music**  Wildlife poems  **Observational skills**  Still drawings in our environment.  (Art) |
| **Year 2** | **Gardening and ground maintenance**  Spring planting of bulbs-Daffodils, snowdrops, tulips, crocus. Name common wild and garden plants/weeds. How do insects affect plants? There importance to our ecosystem  (Science)  **Our School-Location in relation to other places.**  Maps and navigation skills. Study the pond, forest school, campsite and planters. Take photographs of things of interest and create a map of the school grounds  (IT, Geography)  **Living things and their environment.**  Wildlife in the pond/algae and plants.  (Science)  **Hibernation-animals and their habitats. .**  **Harvesting**  Identify and name crops, fruit and vegetables-root vegetables. | **Celebrations**  Diwali and rangoli patterns. Bonfire night/ guy Fawkes.  (Art, Science, RE)  **Investigations**  **-** Our senses  -Changes In Autumn  -Day length varies -clock change.  Making Rain catchers/ evaporation.  (Science)  **National Tree week**  (Nov 27th1 1st Dec)  Winter tree planting season. Tree identification though unique features bark, leaf and seed.  **Celebrations-** Christmas creations  (RE)  **Fire safety**  Things to consider when lighting a fire- Activity toasting marshmallows. | **Seasons**  Identify seasonal and daily weather patterns in the UK. Understand light, temperature and weather patterns are associated with seasons  (Science, Geography and history)  **Animals Including humans**  Animal classification Native &  Non-native animals.  (Science, Geography, history)  **Identifying birds**  RSPB-Big garden bird watch  ( 27th- 28th Jan)  Tally chart to represent our findings. (Maths) | **Animals and their young.** Identifying mum and baby names. Habitats- understanding key vocabulary.  **Signs of Spring**  New life.  Spring hunt  Observational drawing of a daffodils  **Materials/ environmental Sustainability**  Litter picking- school grounds. Identify different materials and waste disposal  **Forces of nature (Weather)**  What are natural forces?  Building rafts  **Celebrations**  Easter activities  Stone art, leaf creations,  Easter tree. (History/PSHE/RE) | **Mini beasts**  Scavenger hunt  Making a bug hotel  **Insects and there importance on a healthy garden.** Insectary plants and beneficial bugs.  **Exploring the Pond**  Wildlife in the pond- pond dipping. Amphibians. Life cycle-spawn, tadpole to fully grown frog. (Observational drawing)  **Wild weaving**  Foraging plants showing some identification. Create a tapestry of nature’s colours. | **Understanding Knots and their uses.**  Linked to the great fire of London.  **Transient art creations**  **Poetry/Music**  Wildlife poems  **Observational skills**  Still life drawings in our environment.  (Art)  **Our herb garden**  Use our senses and identify a variety of herbs.  **Plants**  What plants need from the environment and us? Acid/Alkali  Plant Lilies, begonias and dahlias.  Daisy chains  (Science) |

|  |
| --- |
| **Stories linked to topics:-** |
| Fletcher and the falling leaves by Julia Rawlinson  Hibernation hotel by John Kelly  Someone bigger by Jonathan Emmett  Stick man by Julia Donaldson  Wow said the owl by Tim Hopgood  Super worm by Julia Donaldson |

Forestry education will enrich the curriculum and be inspired by the changes across the four seasons, looking at: - weather, flora, fauna, trees and natural occurrences. Following the interests and needs of individual groups of children adaptation, observations and reviewing are integral elements which may result in change of direction within lessons.